

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. It contains the background of the study, research questions, aims of the study, scope of the study, and significance of study. In addition, this chapter provides clarification of terms and organization of the paper sections that present a general description of the content of each chapter.

1.1 Background

The ministry of education has released the newest curriculum. The 2013 Curriculum has been applied for all level of education from primary to secondary level of education. This new curriculum required teacher to make changes in their practice of teaching. These changes among others can be seen from the lesson plan they create. This lesson plan should be in line with the curriculum, especially realized in the syllabus. In the teaching of English, the lesson plan should follow the requirement as stated in the syllabus and the regulation from The Ministry of Education related to Basic Competence and Core Competence.

The Regulation of Ministry of National Education 3 Number 20 Year 2003 about the purposes of educational, assert that; *“Developing students potential to be religious, having good manner, healthy, knowledgeable, skillful, creative ,independence, responsible, and democratic civilian.”*. Thus, it can be said that the 2013 curriculum is more specific focusing on spiritual behavior and social behavior aspects as key concerns. Then Marten (2014), she wrote that the difference between 2013 Curriculum and the Education Unit Level Curriculum are lied on the competence aspect of knowledge. So, it is argued that the 2013Curriculum puts attitude on the higher priority than skill competencies and knowledge.

Because of the changing in the national curriculum policy, the teachers have to use appropriate materials, strategies as well as methods of teaching in the classroom. The 2013 Curriculum is very different from the previous curriculum. It can be seen from how the teacher teaches the students to be more confident and capable to do their works independently.

Despite the greatest importance given to the newest curriculum, there has not been many researches dealing with the 2013 Curriculum, especially on how teacher writes the lesson plan. The similar studies that can be found are conducted by Tutus (2014) who investigated the problem faced by English teachers in implementing the 2013 curriculum and Nugroho (2015) who investigated the procedure of teaching English and to describe the evaluation system in teaching using the 2013 curriculum.

Thus, this study attempt to investigate whether the lesson plans created by the teacher are appropriate with the 2013 Curriculum and to find out the difficulties which are faced by the teacher in developing lesson plan in teaching English.

1.2 Research Questions

The study tries to address the following questions:

1. Are the lesson plans created by the teacher relevant to the 2013 Curriculum?
2. What difficulties are faced by teachers to develop a lesson plan in teaching English?

1.3 Aims of the study

The aims of this study are as follow:

1. Investigating whether the lesson plans created by teacher are appropriate to the 2013 Curriculum.

2. Investigating the difficulties faced by teacher in developing lesson plan in teaching English.

1.4 Scope of the study

This study is focused on the relevance of lesson plan created by the teacher in teaching English, whether or not this is appropriate with the standard of the 2013 Curriculum. In interest of space, two lesson plans were chosen to be analyzed and discussed in depth in Chapter IV as representative of lesson plans created by the teacher. The analysis of the lesson plan is just focused on core competence and basic competence, indicator of achievement competency, learning objective, learning materials, methods of teaching, teaching activities, and assessment.

1.5 Significances of the study

The results of this study are expected to give significant contributions to the several aspects especially for the teaching of English in Senior High School. The expected contributions are as follows:

1. Theoretical Benefits

The results of the study are expected to give the theoretical enrichment to the researcher about the implementation of the 2013 Curriculum and to add to the literature about the curriculum, especially the 2013 Curriculum.

2. Practical Benefits

For practical benefits, the results of this study are expected to be a reference for teacher in teaching and learning process and from this input the teacher can revise and improve the quality of lesson plan.

3. Professional Benefits

The results of this study are expected to provide educators and school the beneficial information about the implementation of the 2013 Curriculum in lesson planning of teaching English.

1.6 Classification of Terms

To avoid misinterpretation in understanding this study, several important terms are clarified as follows:

1. Lesson Plan

Lesson plan can be defined as “a unit in which it is a sequence as a systematic record of a teacher thoughts about what will be covered during a lesson” (Farrel, 2002, p. 30)

2. Curriculum

Curriculum is "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice". (Stenhouse, 1975, p. 4)

1.7 Organization of Paper

This paper entitled “An Analysis of Lesson Plan Based On the 2013 Curriculum in Teaching English” is presented in five chapters. Each chapter is divided into some subtopics that will elaborate the investigated issues.

Chapter 1 – Introduction

This chapter contains a brief explanation about the background of study, statement of problem, aims of the study, the scope of the study, the significance of the study,

a brief of research methodology, classification of terms, and organization the paper.

Chapter II – Literature Review

This chapter presents the concept and theories related to this study. They cover the theory definition of curriculum and the development of the 2013 curriculum, the definition of lesson plan, the theory developing lesson plan.

Chapter III – Research Methodology

This chapter provides the procedure of the study to answer the research questions. This chapter also presents further explanations of the research method which consists of research design employed, research instruments, procedure in collecting data and analysis of the data.

Chapter IV – Findings and Discussion

This chapter mainly elaborates the results and interpretations of the research findings. This part covers the data collected, data analysis, and the interpretation of findings from the study.

Chapter V – Conclusion and Suggestion

In this chapter provides the conclusion and recommendation of this study. This chapter also presents the recommendations as contributions for English teaching and learning, and also for the further research on the same field.

1.7 Concluding Remark

This chapter has presented some aspects underline the study including background of the study, statement of problems, purposes of the study, scope of the study,

significance of the study, classification of terms, and organization of the paper. The next section will present some theories relevant with the study.